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ABSTRACT

The Washington State Migrant Education Program legally defines migratory children as interstate, intrastate, or formerly migratory. Program goals are intended to serve the legislative mandate that requires establishment of "...programs and projects to meet the special education needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states". Although local school districts are responsible for the education of migrant children, the Superintendent of Public Instruction administers the program. One of the most basic components of the program is the Migrant Student Record Transfer System (MSRTS) which is designed to shorten the distance and abate the handicap of migration. During 1974-75, the Migrant Education Identification and Recruitment Program was implemented to: (1) acquaint migrant parents and the community at large about migrant education; (2) identify and enroll migrant students; and (3) place migrant students on the MSRTS. The recruitment team works closely with both the school and the migrant family--cooperating with local educational agencies and providing medical, legal, and social service information to the family in need. This bulletin provides an overview of the migrant education program during 1974-75 and introduces the staff members who service it. (NQ)

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THE WASHINGTON STATE MIGRANT EDUCATION PROGRAM 1974-75

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A publication of the Migrant Education Center under P.L. 93-380

MEC

WASHINGTON STATE
SUPERINTENDENT OF PUBLIC INSTRUCTION

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Raúl de la Rosa

[1975]

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Preface

This bulletin is published by the Migrant Education Center as a source of information for school districts participating in the Washington State Migrant Education Program and for others interested in the education of migrant children. It is not meant to be exhaustive. Instead it provides an overview of the migrant education program now operating in the state and introduces the staff members who service it.

It is the desire of the Washington State Superintendent of Public Instruction that each school district enrolling migrant children develop a program to meet the particular educational needs of those students. Any idea or activity for change is encouraged. However, where federal monies are involved in a project, compliance with federal ESEA Title I guidelines is vital. The Washington State migrant education staff has the expertise to help you.

Let us be of service to you. The futures of thousands of migrant children depend on it.

Identifying the child . . .

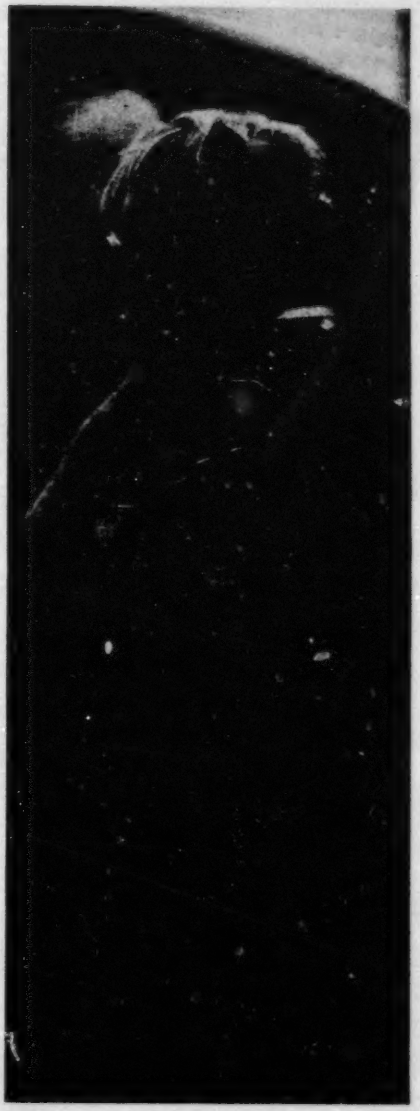
To facilitate consistency in the identification of migratory children, the Washington State Migrant Education Program legally defines them as:

Interstate - A child* who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The child should be expected to continue to migrate with his parent or guardian.

Intrastate - A child* who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Formerly Migratory - A child* who has been an interstate or intrastate migrant as defined above but who along with his parent or guardian has ceased to migrate within the last year and now resides in an area in which a program for migratory children is to be provided.

*Preschool to grade 12.



. . . to meet his special needs

The goals of the Washington State migrant education program are intended to serve the legislative mandate that requires establishment of ". . .programs and projects to meet the special education needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states."

1. To locate interstate and intrastate migrant children who have moved from one school district to another during the past year; and to provide for them educational opportunities, activities, materials and services that will meet their special needs.

2. To identify, develop or adapt, and make available educational opportunities, activities, materials and services that help migrant children develop language proficiency, cultural and ethnic awareness, career option awareness, occupational and recreational skills, and basic competence in primary academic areas.

3. To provide educational opportunities, activities, materials and services that conform to each child's individual language, cultural, ethnic, economic and social needs; that make possible an increase in each child's successful experiences and a decrease in his failures; and that assist each child to develop and measure the success of an individual learning style that is self-initiated.

4. To provide such health services and training as are necessary to permit full participation by migrant children in project opportunities and activities.

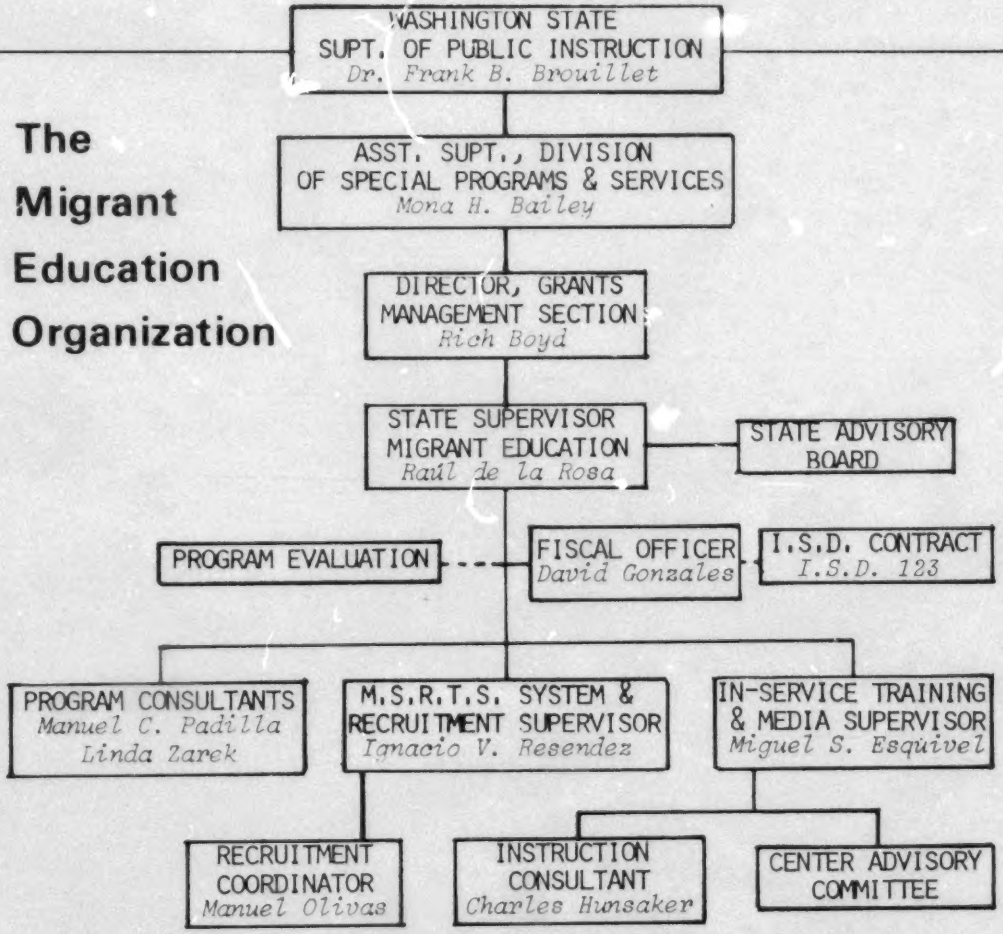
5. To train local migrant parent advisory councils for involvement in tangible, productive ways, i.e. in the planning, implementation and evaluation of opportunities, activities, materials and services provided for migrant children.

6. To provide opportunities, activities, materials and services that increase the pertinent skills and awareness of those who have impact upon migrant children, such as school administrators, teachers, counselors, home visitors, clerical and instructional aides, volunteers, district support staff, and other agency or institutional personnel.

7. To provide project monitoring, educational accomplishment, auditing and migrant program evaluation that will ensure fiscal and program accountability at federal, state and district levels; and that will be based upon precise, continuous measurement of institutional and learner objectives.

8. To provide opportunities, activities and services that will disseminate either information about or project materials relating to educational practices proven effective for migrant children; and that will promote the spread from one school district to another of such proven practices.

The Migrant Education Organization



Local school districts are responsible for the education of migrant children, but the job cannot, as yet, be done without federal assistance. And because P.L. 93-380 requires and limits application for funding to State Education Agencies, the Superintendent of Public Instruction administers the Migrant Education Program in Washington State.

Many changes have occurred in our fabric over the past year, most noticeably the switch in management and focus of the Toppenish Migrant Education Center. But more importantly, Washington State's migrant education organization has grown, extending its reach into additional areas of service to schools, educators and migrant children.

The program in perspective

In 1962, private funds were raised for the first compensatory education program for migrant children in Washington State. The project was tried in the Grandview Public Schools, where its apparent success paved the way for later summer programs in Sumner and Moses Lake. Various school and day care programs followed, and with the acquisition of federal monies for migrant education in 1966, Washington State was on its way to making educational equality a reality.

In 1968, Central Washington State College (Ellensburg) opened The Center for the Study of Migrant and Indian Education in Toppenish, on a combined grant under P.L. 89-750 (ESEA, Title I Migrant) and P.L. 74-638 (Johnson O'Malley Act). Operating independently of the rest of the state's migrant education staff, the center, among other things, coordinated a field-training program for student teachers, gave in-service training to working paraprofessionals and developed curriculum for Indian and migrant students. When a federal mandate for stricter and distinct accountability in the use of categorical education monies forced the CWSC project to fold in 1973, the Toppenish Migrant Center buildings became the offices of the remaining Washington State Migrant Education Program staff.

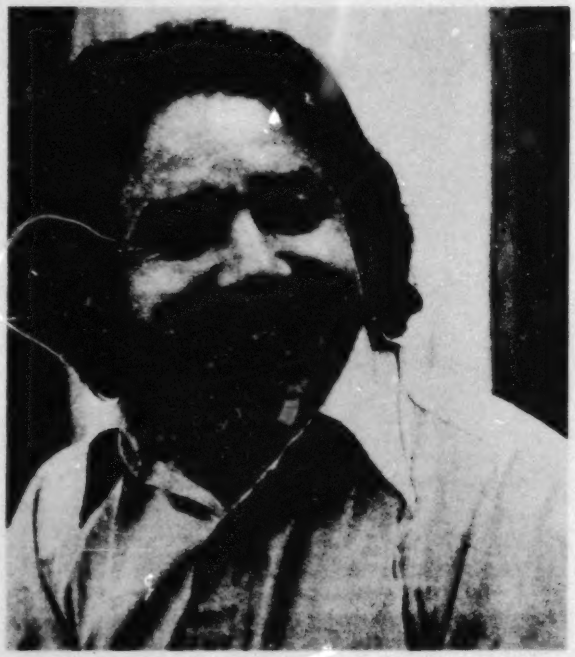
Our program consultants, fiscal officer, in-service training supervisor and media center are still here. Growing pains forced the opening of a second office in Sunnyside, where the M.S.R.T.S. and recruitment programs are now housed.

Wherever we work -- in the field or in either office -- the education of migrant children is our purpose. However, we are bound by law to provide direct and supportive services to migrant students only. We can serve non-Title I Migrant staff teaching migrant children only if those students are enrolled on the M.S.R.T.S. records system.

The man in charge

At the top of the migrant education ladder in Washington State, Raúl de la Rosa is the direct link between SPI -- which has prime responsibility for the program -- and the migrant staff. As state supervisor of migrant education, he is responsible for the development of a state plan for the education of migrant children. From his office in Olympia, Mr. de la Rosa oversees the implementation, monitoring and evaluation of that plan. His supervision and administrative support of the Migrant Education Program is instrumental in the continuance of what has become a $3.3 million annual project in Washington State.

The 19-member State Advisory Board to Migrant Education, made up of migrant parents, educators, students and school administrators, is the primary review and recommending body to the program. The perspectives of the advisory board help Mr. de la Rosa and his staff to achieve a more effective educational program for migrant children.



Like many of his migrant education staff, Mr. de la Rosa is a former migrant. He spent many years of his childhood traveling the Texas-Indiana migrant stream. That experience merges with post-graduate credentials in education to bring him close to migrant parents and school administrators alike, a rapport with each of whom is essential to his work.

M. S. R. T. S.

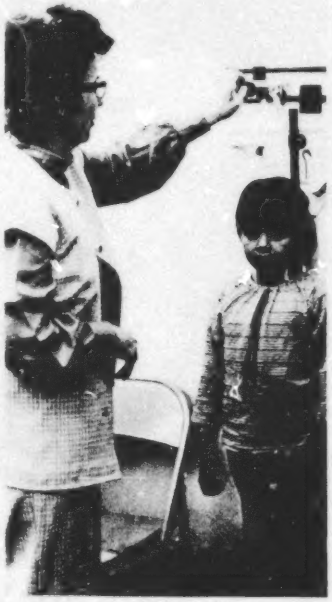
One of the most basic components of the program, the Migrant Student Record Transfer System is designed to shorten the distance and abate the handicap of migration. Started in 1969 in co-operation with several other states, the M.S.R.T.S. in Washington State stimulates educational continuity for the migrant student by giving wings to his academic and health records. Information is relayed from the schools, through terminal operators, to the computerized national data bank in Little Rock, Arkansas. It takes little more than a phone call for a school to know a newly-enrolled migrant student's background. Since the allocation of migrant funds to Washington State is determined by M.S.R.T.S. enrollment, schools are urged to contact their nearest M.S.R.T.S. terminal whenever new migrant children enter the district.

There are four M.S.R.T.S. terminals in Washington State, two each in Othello and Sunnyside.

M.S.R.T.S. Supervisor Ignacio "Joe" Resendez (left) has been with the migrant program since 1970. His supervisory responsibilities include the training of records clerks and terminal operators. In addition he can provide whatever technical assistance a school district needs regarding the acquisition, maintenance and use of migrant student records. Mr. Resendez also supervises the Migrant Education Identification and Recruitment Program in Washington State.

M.S.R.T.S.

An added benefit to the migrant child enrolled in the M.S.R.T.S. is accident insurance. Should he be accidentally injured -- at home, at school, during interscholastic sports activity -- he is covered by the 24-hour insurance. Coverage ceases only when the child withdraws from school, thus terminating his M.S.R.T.S. enrollment.



Sunnyside terminal operator Yolanda Reidon transmits updated migrant student data to the Little Rock computer. Both Sunnyside terminals are stationed in the same office; however, each has a separate roster of schools it serves. The two Othello terminals are set up in the same manner.

To find and recruit the migrant child

Under the supervision of Joe Resendez, Manuel Olivas coordinates the nearly 20-member MEIRP team.

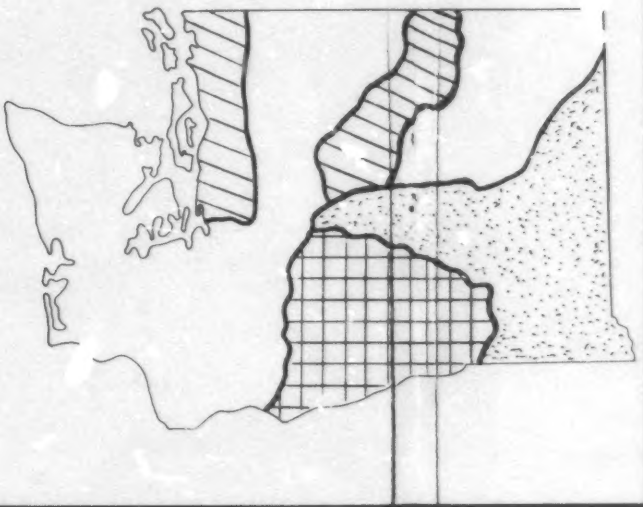
The recruitment of migrant children into Title I Migrant-funded projects is a goal of migrant education throughout the nation. Washington State implemented its Migrant Education Identification and Recruitment Program this year, sending teams of trained recruiters throughout the state:

-- to acquaint migrant parents and the community at large about migrant education.

-- to identify and enroll migrant students.

-- to place migrant students on the M.S.R.T.S.

Realizing the MEIRP motto, "Because we are all in this together," the recruitment team works closely with both the school and the migrant family -- cooperating with LEA policies; providing medical, legal and social service information to the family in need.



Washington State is divided into three geographic areas for the purpose of recruiting migrant students. The program in each area -- the Bellingham-Wenatchee area in the North and West, the Yakima Valley area in the south central part of the state and the Columbia Basin area in the East -- is handled by one area coordinator and three recruiters. A fourth "floating" component focuses on the recruitment of Indian migrant children.

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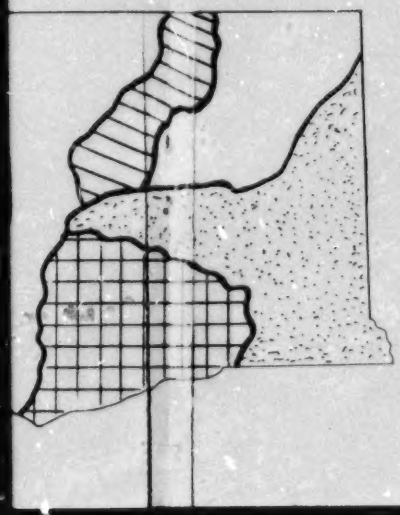
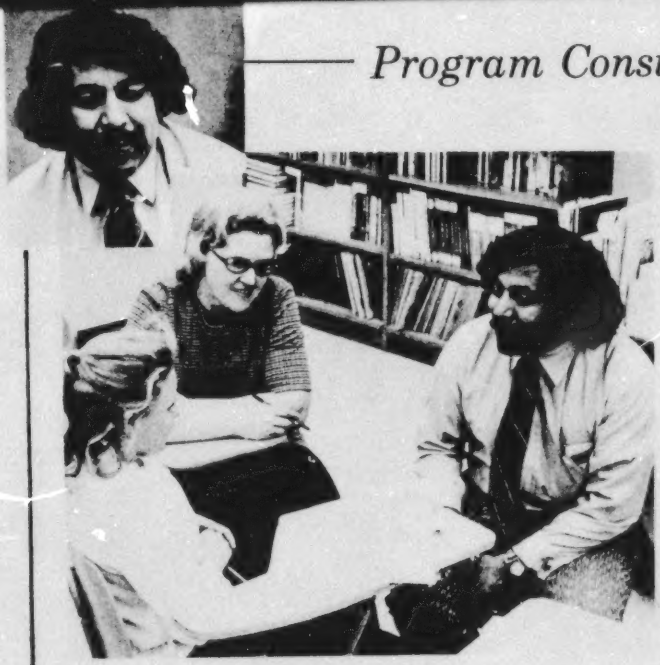


Unpredictably swept along the migrant stream, the child needs assurance of survival in an ever-demanding world. MEIRP extends a helping hand, reaching out with a life preserver in education. Recruiters comb labor camps, consult growers and social service representatives, and contact school officials in their search to rescue the migrant child.

Program Consultants



Manuel Padilla visiting Zillah migrant project

Although the first federal funds for migrant education became available under P.L. 89-750 in 1966, Washington State didn't take advantage of them until a year later. But since that time, and now under P.L. 93-380, we have developed a variety of programs to enrich the educational experience of migrant children. The programs are designed to compensate for academic, health, social and/or physical deficiencies caused by the cultural differences and migratory work patterns of many farm laborers.

Two program consultants are responsible for monitoring all LEA projects. They work with parent advisory committees and school personnel alike, sharing program information, giving technical assistance in program planning and offering their expertise for program improvement.

Linda Zarek

Linda Zarek monitors projects primarily in the northern and western areas of the state; Manuel C. Padilla has charge of most Yakima Valley and Columbia Basin projects.

The Migrant Education Program varies from school district to school district in Washington State. Many projects are M.S.R.T.S. records only; others operate just during the summer months. Depending on the number of migrants enrolled in the district, a project can shrink or expand, die or be reborn. Because the mobility of the migrant child cripples him in comparison to his settled classmates, every project is designed to be supplementary in nature. The extra boost we can give him -- whether educational or health-related -- helps him just to keep up. The Washington State Migrant Education Program in the schools variously includes:

-Bilingual teacher aides.

-Individualized or small group instruction.

-Tutorial resource rooms.

-Emergency medical care.

-Cultural enrichment.

-Home visitors, to close the gap between home and school.

-Specially-designed instructional materials.

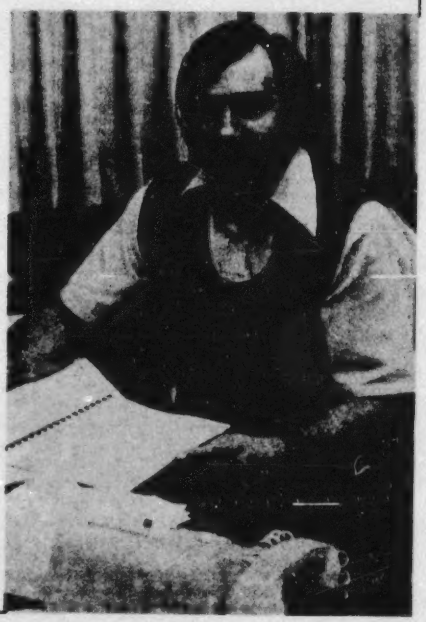
-Teacher and teacher aide training.

A Distar reading workshop trains migrant teachers and aides to teach the reading program, widely used with migrant students.

In-Service training . . .

It takes a special key to open the mind of a migrant child. It is a very special teacher who has the skills to turn that key. In-service training for Title I Migrant-funded teachers and teacher aides is an integral part of the Washington State Migrant Education Program. We want our teachers to understand the migrant child, so our workshops teach cultural awareness and language arts. As well, we train teachers and aides in the use of instructional materials particularly suited to migrant students.

As supervisor of in-service training and media, Miguel Esquivel sees that workshops are provided. In addition, he is responsible for establishing and maintaining our media center. That migrant students and Title I Migrant teachers and aides might have the materials they need, but which individual schools can't always supply, our media library is an ever-expanding storehouse of films, tapes, books and games for educational growth.



. . . *and media*

Charles Hunsaker, media and instruction specialist, works under Miguel Esquivel's supervision, assisting with workshop preparation, giving project in-service and managing the media center. Giving priority to Title I Migrant resource rooms, he serves project schools through the acquisition and delivery of materials.

Tony Colwash manages the migrant education print shop.

Our fiscal operation

To prevent the program from over-extending its budget, the Migrant Education Program employs fiscal officer David Gonzales. Responsible to the state supervisor of migrant education, Mr. Gonzales sees that each component observes fiscal policy and makes certain that expenditures for a given period do not exceed allocations.

I.S.D. 123 is retained as the fiscal conduit for the program. Mr. Gonzales works with Tom Strange, I.S.D. fiscal officer, to ensure our fiscal policies reflect I.S.D. policy as well as state constraints.

The Migrant Education Program appreciates the cooperation of I.S.D. 123 Supt. John Thrasher and the I.S.D. Board of Directors, who have provided their services in fiscal management but have allowed the migrant education program supervisor to retain control of program direction and spending as mandated by the U.S. Office of Education.

Washington State
Migrant Education Projects
1974-75

SCHOOL DISTRICT	TOTAL ENROLLMENT	MIGRANT ENROLLMENT[1]	SUPERINTENDENT
Bainbridge[2]		35	Meg Hageman, Coordinator
Brewster	569	85	Clyde J. Brown
Bridgeport	361	84	Harry Rhodes
Burlington-Edison	2,668	147	Nathaniel H. Moore
Cashmere	1,110	50	Richard D. Johnson
College Place	641	150	Don Campbell
Conway	331	25	James Patterson, Administrator
Dayton	851	120	Victor C. Anderson
Eastmont	3,591	20	A. M. Janssen
Entiat	300	35	Sigvald O. Aase
Grandview	2,100	392	Darrell E. Smith
Granger	1,031	395	Brian Talbott
Kennewick	7,924	78	Dr. Donald N. Anderson
Kiona-Benton	751	24	Wallace W. Meyer
LaConner	496	37	Dr. Paul Avery
Lake Chelan	856	85	Dr. Royal A. LaPlante, Jr.
Lind	315	32	Donald Johnson
Mabton	658	280	Henry J. Milhofer
Manson	356	124	Kenneth D. Bradshaw
Moses Lake	5,293	155	John Donald Gibbs
Mount Adams	948	71	Ronald L. Dahlin
Mount Vernon	3,118	32	Thomas J. Pollino
Naches/Selah/ Highland Co-op	4,923	224	James A. Spooner, Naches Charles A. McNurlin, Selah Patrick T. Hoban, Highland
North Franklin	1,373	200	John A. Larson
Okanogan	951	18	Theodore Pitts
Omak	1,543	35	John R. Turner
Orondo	92	46	Gary G. Kinzebach, Head Teacher
Oroville	908	85	Dr. Russell C. Neff

SCHOOL DISTRICT	TOTAL ENROLLMENT	MIGRANT ENROLLMENT	SUPERINTENDENT
Othello	2,329	369	Thomas B. Lyda
Pasco	4,902	240	Dr. H. Jay Childers
Peshastin-Dryden	444	30	William Shelley
Prescott	205	25	Lloyd D. Olson
Prosser	1,812	215	Herbert Berg
Quincy	1,652	248	Dr. Theodore J. Johnson
Royal	716	55	William F. Halpin
Sunnyside	3,727	928	Ralph A. Pistorese
Tonasket	1,011	112	Gerald Hosman
Toppenish	2,706	1,014	Hugh M. Barr
Wapato	2,917	506	William J. Hoppes
Warden	718	137	Ray Sheahan
Wenatchee	5,360	150	Jack Hill
West Valley	3,354	69	Dr. Walter Seiler
Yakima	12,002	1,498	Dr. Jack Frisk
Zillah	727	41	Earl E. Crosby
ISD 123[3]	38,319	150	John Thrasher
ISD 167[4]	19,716	700	Peter N. Lolos

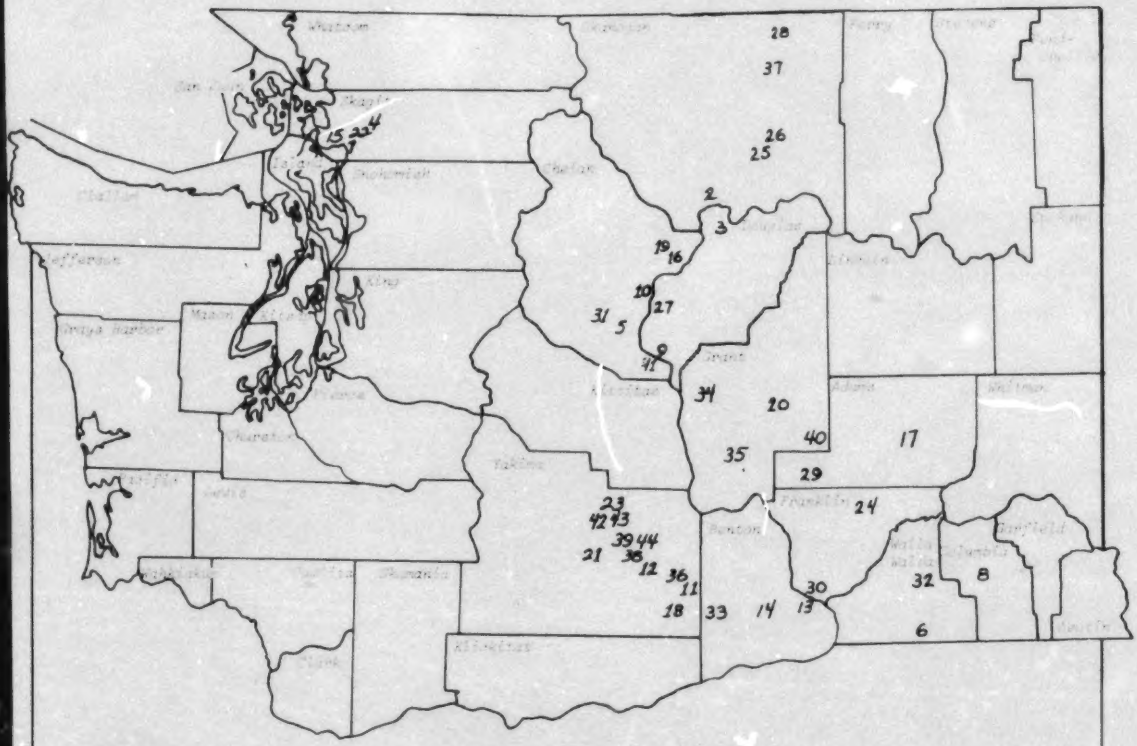
[1]*Projected number of students to be served during the 1974-75 school year, based on 1973-74 migrant enrollment. Figures do not reflect migrant enrollment at any specific time.*

[2]*The Bainbridge Migrant Project is summer only and is conducted by a non-profit group having no official school district affiliation.*

[3]*Asotin, Benton, Columbia, Franklin, Garfield and Walla Walla Counties.*

[4]*Chelan, Douglas and Okanogan Counties.*

Because the extent of the Migrant Education Program in Washington State varies from school district to school district and from season to season, the above list of project schools is not exclusive. In fact, Sedro Woolley School District has recently started a migrant project. The statewide program is continually in a state of flux, depending on changes in the migrant stream. Where the children go, the Migrant Education Program follows.



Project Locations 1974-75

1 - Bainbridge
2 - Brewster
3 - Bridgeport
4 - Burlington-Edison
5 - Cashmere
6 - College Place
7 - Conway
8 - Dayton
9 - Eastmont
10 - Entiat
11 - Grandview
12 - Granger
13 - Kennewick
14 - Kiona-Benton
15 - LaConner
16 - Lake Chelan
17 - Lind
18 - Mabton
19 - Manson
20 - Moses Lake
21 - Mount Adams
22 - Mount Vernon
23 - Naches/Selah/ Highland Co-op
24 - North Franklin
25 - Okanogan
26 - Omak
27 - Orondo
28 - Oroville
29 - Othello
30 - Pasco
31 - Peshastin-Dryden
32 - Prescott
33 - Prosser
34 - Quincy
35 - Royal
36 - Sunnyside
37 - Tonasket
38 - Toppenish
39 - Wapato
40 - Warden
41 - Wenatchee
42 - West Valley
43 - Yakima
44 - Zillah